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*School Administration and School Reports.*—Under the foregoing title<sup>x</sup> Professor Hanus has gathered a number of addresses and essays sufficiently divergent in theme that he has felt it necessary to state in the Preface, as the unifying principle of the compilation, his desire to aid superintendents of schools to formulate, define, and justify both their educational doctrines and their supervisory and administrative policies. But this lack of apparent unity in no wise lessens the value of the several individual essays.

The title seems to be determined by the first four of the essays. The clear-cut statement of principles of school administration and of the bases of determining the efficiency of the administration of a system of schools, and the analysis of typical school reports and the suggestions for their improvement contained in these chapters have in themselves much more than enough of value to justify the volume.

Other essays report specific studies in the measurement movement, deal with the place in state school systems of graduate schools of arts and sciences, discuss German schools as compared with American school ideals and practices, and tell of the plans for the new Harvard Graduate School of Education.

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*The cost of public education.*—While for some time past there has prevailed a general impression that the cost of public education is fast approaching the limit of possible revenue therefor, sufficient objective data have not been presented in a form to show the certain tendencies of the separate factors most largely responsible for the ever-increasing appropriations required for school support. The experiences of the last four years which have centered attention upon the item of cost in the administration of all our institutions and which have doubly jeopardized the schools because of the general rigidness of our scheme of maintenance have aroused considerable speculation concerning means of meeting the situation without a lowering of accepted standards or a lessening of the scope of education at public expense. This apprehension has been the keener because of the lack of any measured expression either of the tendencies of costs or of the limits of possible revenue. Hence the recent study<sup>2</sup> of the Russell Sage Foundation which throws light upon both these aspects of the situation will be received with interest.

The study is based upon data included in the reports of the United States Commissioner of Education, and covers the period from 1870 to 1918. By means of the "line of trends" the writer presents a striking picture of the drift of annual expenditures for public education in the United States during the period noted, comparing this with a similar representation of the growth in pupil attendance. Noting the fact that teachers' salaries and new buildings

<sup>x</sup> PAUL H. HANUS, *School Administration and School Reports*. Boston: Houghton Mifflin Co., 1920. Pp. xi+200. \$1.75.

<sup>2</sup> W. RANDOLPH BURGESS, *Trends of School Costs*. New York: Russell Sage Foundation, 1920. Pp. 142. \$1.00.